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ABSTRACT

This activity booklet contains activities related to the skill category of velocity. For each behavior that is to be learned, activities are given for primary, elementary-middle, and secondary levels. Behaviors are categorized by levels and are graded, with the easier tasks appearing first. (MP)

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ACTIVITY BOOKLET

I. Quantitive

G. Velocity

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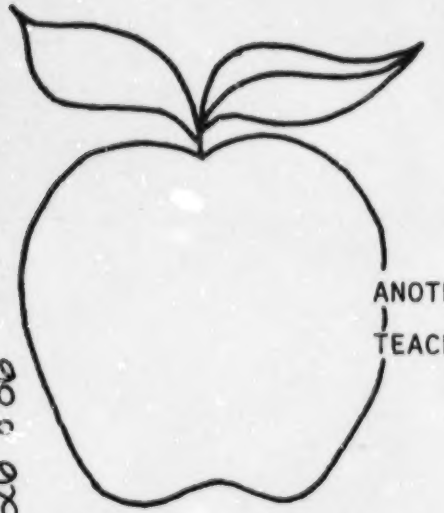


ANOTHER GLRS

TEACHER SUPPORT SERVICE

RESOURCE GUIDE
TO
APPLIED BASIC SKILLS

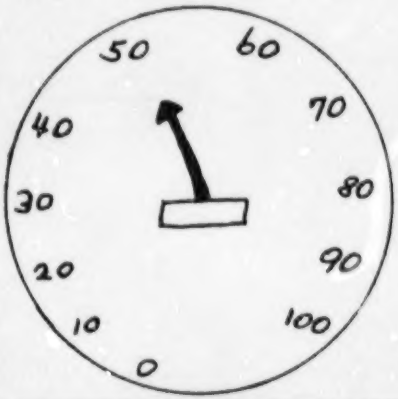
BY: CENTER FOR EDUCATIONAL IMPROVEMENT
AND
NORTHEAST GEORGIA CESA
WINTERVILLE, GEORGIA

SE 026 886

Skill Category: Velocity

Flow Chart Code: Primary - Secondary I-G # 1

Behavior: Reads speed limit signs.

Primary Activity	Elementary-Middle	Secondary Activity
Construct cardboard or Oaktag card speedometer. The teacher will move arrow and read the number at the place it stops. 	Student constructs own speedometers and label, writing by five's. Compare the different speed limits for school zone, hospital zone, city limits, expressways and rural driving. Compare night driving with day driving.	Use a demonstrative bike with speedometer. Construct non-numerical signs; curve, yield, slow, slippery, school crossing, hospital zone, maximum speed, minimum speed. Make available a driver training manual for each student.

Skill Category: Velocity

Flow Chart Code: Primary - Secondary I-G # 2

Behavior: Identifies miles per hour when asked "How fast are you going?"

Primary Activity	Elementary-Middle	Secondary Activity
Use stop watch to time walking speed, running speed. Construct simple pinwheel and run on playground. Identify speed of pinwheel rotation as slow/fast.	Read speed on speedometers of bikes. Record speeds and compare. Record the speed shown on the speedometer when riding in family car.	Compute how far you can go in 60 minutes, going 60 miles an hour; 30 miles an hour; 50 miles an hour. Compute written problem in distance.

Skill Category: Velocity

Flow Chart Code: Primary - Secondary I-G # 3

Behavior: States the speed limit for State of Georgia on state highways.

Primary Activity	Elementary-Middle	Secondary Activity
Draw a highway on classroom floor with color chalk and construct road signs on highway.	State the different speed limits. Identify different speed limits for different road conditions.	Compute the proper stopping speed for proper speed. Discuss proper speed for different roads and speed zones.

Skill Category: Velocity

Flow Chart Code: Primary - Secondary I-G # 4

Behavior: Reads speedometer simulation to the nearest ten and five.

Primary Activity	Elementary-Middle	Secondary Activity
Read the speed indicated by the hand on Oaktag speedometer, counting by 5's, 10's.	Counting by 10's, 5's, and 2's, give the proper speed on Oaktag speedometer. Using activity sheet with drawing of speedometers, write the speed for each drawing.	Using an actual car, take students from the classroom and ask them to read the speedometer while the car is in motion.

Skill Category: Velocity

Flow Chart Code: Primary - Secondary I-G # 5

Behavior: Reads speed limit signs and sets a simulated speedometer with accuracy.

Primary Activity	Elementary-Middle	Secondary Activity
Using moveable hand on Oaktag speedometer, show speed to answer this question by having the child move the hand to a specific speed. Ex. Speed sign shows 20, 30, 35, 40, and then set the speedometer.	On activity sheets, draw hands on speedometer to show the indicated speed.	Using moveable hand on Oaktag speedometer, show speed to answer: 1. How fast you drive in a 30 mile speed zone. 2. The car ahead is driving 50 mi. per hr. How fast can you drive? 3. How fast do you drive on an interstate highway? 4. How fast do you drive in a residential area.

Skill Category: Velocity

Flow Chart Code: Primary - Secondary I-G # 6

Behavior: Identifies all international and traditional warning signs.

Primary Activity	Elementary-Middle	Secondary Activity
Construct a bulletin board made up of constructed international and conventional warning signs.	Make scrapbook of all international and conventional warning signs.	Construct notebook of all international and conventional warning signs using the proper label and sign terminology using word list and Table of Contents.

Skill Category: Velocity

Flow Chart Code: Primary - Secondary I-G # 7

Behavior: States that warning signs mean to slow up or to stop.

Primary Activity	Elementary-Middle	Secondary Activity
After a discussion on the different warning signs, have the students play a game of having the shapes of the signs with the names on them. Then as you call out the name of the sign, the students all try to stand on that sign that is on paper on the floor, and then to state that you have to slow down to stop.	Students will pretend they are driving a car in the room. Then the teacher can hold up different warning signs and have the students react to the signs. This activity is followed by a discussion on the reaction of a driver to these warning signs.	Students will also pretend they are driving a car. In front will be a film showing the road with different hazards with warning signs. The students will react to these conditions and then discuss why they reacted that way.

Skill Category: Velocity

Flow Chart Code: Primary - Secondary I-G # 8

Behavior: Calculates how many miles someone has gone in one hour at ___ m.p.h.

Primary Activity	Elementary-Middle	Secondary Activity
	Discuss that when you go a certain mileage on the speedometer, then you are traveling at that speed and you will go a certain distance in a certain length of time.	Have the highway patrolman to come and show a film, discussing the rate of speed per miles per hour. Then give the students math problems where they will have to figure out the mileage.

Skill Category: Velocity

Flow Chart Code: Primary - Secondary I-G # 9

Behavior: Calculates how many miles someone has gone in two or more hours at speed ___ m.p.h.

Primary Activity	Elementary-Middle	Secondary Activity
Too abstract	Same activities as # 8 (Velocity). Just change the hours to be completed in two hours instead of one.	

Skill Category: Velocity

Flow Chart Code: Primary - Secondary I-G # 10

Behavior: States a safe minimum or maximum speed in relation to road conditions, etc.

Primary Activity	Elementary-Middle	Secondary Activity
Set up obstacle course in room or on playground using "bumpy", "slick", "good", and other road conditions to show how speed should vary with conditions. Children move as quickly as safe through obstacles. Discuss where they slowed down and speeded up.	Modify primary activity by using bicycles, skates, or some other type of transportation. Use heavy traffic as an obstacle, as well as changes in "road". Discuss how going too slowly could be dangerous. Have a traffic jam in room caused by a slow poke who is holding up the rest of the "cars". Students all moving in a line around the room.	Have a state patrolman or local policeman come in and talk to students on safe speeds to use under different conditions.

Skill Category: Velocity

Flow Chart Code: Primary - Secondary I-G # 11

Behavior: Calculates time to travel certain distances at ___ miles per hour.

Primary Activity	Elementary-Middle	Secondary Activity
Compare (with a stop watch) the distances a child can go in one minute walking and running. Why does he get farther running? How does this compare to a car or a bicycle?	Do oral and written story problems using children's names and families in the stories. These should begin on a very simple level and increase in difficulty with child's ability. Also use actual experience (trips that children make and tell the class about) to figure how long it took them to go (time from Athens to Atlanta, at 50 mph).	Do story problems (refer to middle activity). Make game board for a trip with spaces for miniature cars to travel on. Use little cars for markers. Have cards with simple problems using time to travel distances at different speeds. If player gets answer right, he can move a certain number of miles (squares) as designated on the card (by difficulty of problem).

Skill Category: Velocity

Flow Chart Code: Primary - Secondary I-G # 12

Behavior: Calculates time of arrival at a given speed and mileage.

Primary Activity	Elementary-Middle	Secondary Activity
	Refer to Primary-Secondary # 11. Continue work with story problems and experience stories from trips they have made. Stress the length of time it takes to go from one place to another at different speeds. Then go on to give certain departure and arrival times. Get bus and train schedules and work with these in problems.	Learning center activity of planning a trip to a town at least 30 miles away (each child does his own). They tell when they are leaving, where they are going, how fast they will drive, and when they plan to arrive.

Skill Category: Velocity

Flow Chart Code: Primary - Secondary I-G # 13

Behavior: Estimates safe stopping distances according to a specific m.p.h.

Primary Activity	Elementary-Middle	Secondary Activity
Too abstract	Discuss that the faster an object (car or person) is moving, the more distance it takes to stop. Give example by having two children an arms distance apart. First, they begin walking. The one in front stops without warning. See if the back one can stop. Repeat with children running.	Refer to Primary-Secondary # 10. Have a state patrolman or policeman come in and discuss safe stopping. Use of a driver training manual for diagrams would also be helpful.

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